

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>NEW COURSE PROPOSAL</b> <b>Graduate Programs</b>		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	<b>Department</b> Social Work  <b>College</b> Design and Social Inquiry (To obtain a course number, contact <a href="mailto:erudolph@fau.edu">erudolph@fau.edu</a> )		
<b>Prefix</b> SOW  <b>Number</b> 7117	(L = Lab Course; C = Combined Lecture/Lab; add if appropriate) <b>Lab Code</b>	<b>Course Title</b> Interpersonal Neuroscience and Advanced Clinical Social Work	
<b>Credits</b> (Review Provost Memorandum)  3	<b>Grading</b> (Select One Option)  <b>Regular</b> <input checked="" type="radio"/> <b>Sat/UnSat</b> <input type="radio"/>	<b>Course Description</b> (Syllabus must be attached; see <a href="#">Guidelines</a> ) This course integrates clinical, developmental and behavioral science theories with current interpersonal neurobiology and brain science.	
<b>Effective Date</b> (TERM & YEAR)  Spring 2018			
<b>Prerequisites</b> Successful completion of required first year doctoral courses.		<b>Corequisites</b>	<b>Registration Controls</b> (Major, College, Level) registration is open only for doctoral students of social work
<b>Prerequisites, Corequisites and Registration Controls are enforced for all sections of course</b>			
<b>Minimum qualifications needed to teach course:</b> Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.)		<b>List textbook information in syllabus or here</b> Textbook information may be found in the attached syllabus	
<b>Faculty Contact/Email/Phone</b> Dr. Manny J. Gonzalez <a href="mailto:mannygonzalez@fau.edu">mannygonzalez@fau.edu</a> 561-297-3881		<b>List/Attach comments from departments affected by new course</b> Counseling Education, Nursing, Psychology	

<b>Approved by</b> Department Chair <u>Naelys Luna</u> College Curriculum Chair <u>Diane Sherman</u> College Dean <u>Wesley Hawkins</u> UGPC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____	<b>Date</b> <u>10-3-17</u> <u>10-3-17</u> <u>10-03-17</u> <u>10-18-17</u> <u>10-18-17</u> _____ _____
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Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) one week before the UGPC meeting.

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**Phyllis and Harvey Sandler School of Social Work  
Florida Atlantic University**

**Interpersonal Neuroscience and Advanced Clinical Social Work**

SOW 7117 Section \_\_\_\_ CRN \_\_\_\_ (3 Credit Hours)

Semester: xxxx  
Start/End Date: xxxx  
Instructor: xxxxx  
Phone: xxx-xxx-xxxx  
Email: xxxxxx  
Canvas: <http://canvas.fau.edu>

Classroom: SO xxxx  
Class Times: xxxxx  
Office Hours: xxxxx  
Office Location: xxxxx  
Web: [www.fau.edu/ssw](http://www.fau.edu/ssw)

**Doctor of Social Work (DSW) Program Mission**

The DSW program provides doctoral-level practitioners with educational experiences that will allow them to engage in advanced clinical social work practice, conduct advanced clinical research, teach evidence-based practice courses, and assume leadership roles in the social work profession. Upon completion, DSW graduates will be able to:

- Integrate social work, social, and behavioral sciences with other disciplines as the basis for the highest level of evidence-based social work practice.
- Demonstrate professionalism, leadership, ethical principles, and scientific integrity in advanced social work practice, education, and research.
- Provide collaborative leadership in the development of social work evidence-based practice models and standards of care for diverse populations.
- Generate client, systems, practice, and outcomes research.
- Analyze theory, empirical research, and other evidence to guide improvements in social work practice.
- Utilize information systems and technology to enhance social work education and practice.

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**Course Description and its Relevance to Doctoral Education:**

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This course integrates clinical, developmental and behavioral science theories with current interpersonal neurobiology and brain science. Neurophysiological changes and behaviors resulting from earlier developmental trajectories and maladaptive or at-risk environments are often conceptualized by clinicians as psychopathology or presenting problems of clients. Understanding human development—as conceptualized within the neuroscience field—as a series of processes mediated by the brain within an environment-dependent context profoundly reframes not only advanced doctoral-level social work clinicians’ understanding of their clients and concomitant presenting psychosocial problems, but also how to appropriately develop and execute treatment plans aimed at restoration of optimal psychosocial functioning within the context of the social environment. The support that recent neuroscience research findings provide for aspects of psychological and social treatment theories and differential diagnosis will

be reviewed. Lastly, this course will prepare doctoral-level social work clinicians to translate and integrate neuroscience knowledge in their teaching, research, supervisory and advanced clinical practice endeavors.

### Course Prerequisites

Successful completion of all first year and second-year (fall semester only) doctoral courses.

### Required Textbooks

Cozolino, L. (2017). *The neuroscience of human relationships: Attachment and the developing brain* (3rd ed.). New York, New York: W. W. Norton.

Simpkins, C. A., & Simpkins, A. M. (2013). In *Neuroscience for clinicians: Evidence, models and practice* ). New York: Springer

Wilkinson, M. (2010). *Changing minds in therapy: Emotion, attachment, trauma, and neurobiology*. New York, New York: W. W. Norton.

### Course Objectives:

Upon successful completion of this course, students will be able to demonstrate the following competencies:

- Knowledge of the fundamental principles of brain development and neuroscience.
- An applied understanding of the role of neuroscience research in the psychosocial functioning of individuals across the life span.
- Demonstrate understanding of the influence of neurophysiological processes on the etiology of behavioral disorders and psychopathology across developmental phases throughout the life course.
- Doctoral-level capacity to translate and integrate neuroscience research in teaching, scholarship, and advanced clinical practice.

### Course Assignments and Evaluation

1. **Journal article critiques:** Students will be expected to find, read, and critically evaluate six (6) peer-reviewed journal articles that specifically deal with the domain discussed in class. They are due on the dates that will be given in the class. These critiques are to be 3-5 pages in length, and are to follow standard APA formatting, and should contain at least three additional references and not be more than five years old. They will count for 50% of the final grade. In your write-up you will need to address the following areas:

- title, author, date, and source
- a summary of the study
- discuss the strengths and limitations
- discuss your interpretation of the findings or conclusions

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- discuss how you would apply the findings of this research to your advanced clinical treatment of clients—and, if pertinent, to your supervision and training of clinicians
  - discuss how and to what extent this research addresses issues of diversity and oppression (if at all)
  - discuss what future research this might involve, preferably not already mentioned in the article
2. **Major paper:** This will be an opportunity to apply up-to-date knowledge of neurobiological underpinnings associated with human brain development/change related to a specific environmental factor, clinical syndrome or adverse psychosocial condition during a specific life stage or trajectory from the topics below. Search for and critically analyze recent peer-reviewed neuroscientific research on them (the number of sources will vary by topic), and summarize what you have learned about the neurobiological underpinnings of the factor, with implications for advanced clinical practice and future research, in no less than 15 and no more than 20 pages (APA style) plus references. This assignment will be due on the last day of class.

Select one of the following topics (environmental factor is italicized):

- 1) Neurobiological underpinnings for the effects of prenatal *maternal nutrition and breastfeeding* on a selected domain of infant development (e.g., speech and language, cognitive, growth);
- 2) Child neurobiological underpinnings of “best fit” *parental temperament and child-rearing practices* at specific brain development stages (e.g., neonatal, infancy, toddlerhood);
- 3) Neurobiological effects on development of a *mild traumatic brain injury* experienced between the ages of 18-25 in a typically developing human;
- 4) Implications of typical brain changes in aging for the effects of “best fit” *social support systems and environmental modifications* for the elderly.
- 5) Neurobiological underpinnings for effects of *substance abuse* and process of addiction at a specific life stage/age.
- 6) Implications of the neuroscience evidence on the relationship between motor and perceptual development in infants for *child-rearing environments*.
- 7) Implications of neuroscience research and evidence for effectively understanding and treating any noted (student’s choice) *clinical syndrome or psychiatric diagnosis* included in the American Psychiatric Association (2013) *Diagnostic statistical manual of mental disorders* (5<sup>th</sup> edition).
- 8) Implications of neuroscience research and evidence for understanding the etiology, course and developmental and clinical consequences of *adverse psychosocial conditions—such as child maltreatment, persistent and pervasive poverty, homelessness, community violence, oppression, racism and/or discrimination*.

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The following list of course requirements and percentages will be utilized in evaluating student course performance:

Journal Article Critiques (6)	50%
Major Paper	40%
Class participation	10%
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Total	100%

### Course Grading Scale

The grading scale for this course is as follows:

94 – 100% = A	74 – 76% = C
90 – 93% = A-	70 – 73% = C-
87 – 89% = B+	67 – 69% = D+
84 – 86% = B	64 – 66% = D
80 – 83% = B-	60 – 63% = D-
77 – 79% = C+	0 – 59% = F

Incomplete Grades: A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, receive a grade of Incomplete – this requires a signed contract with the

### Attendance Policy

Students are expected to attend all scheduled classes to satisfy all course objectives and required assignments as noted in this course outline. Students are responsible for arranging to make up work missed because of legitimate class absence. Each class missed is a significant loss of instruction; therefore, it is the student’s responsibility to given the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence—ordinarily by the next scheduled class meeting.

<b>SafeAssign</b>			
Boca Raton 561-297-6695	Davie 954-236-1902	Ft. Lauderdale 954-762-5611	Jupiter 561-799-8700
Campus security will escort individuals, day or night. Call ahead or go to their offices at Room 155 in the LA Building, Davie to make appropriate arrangements.			
<b>Disability Policy Statement</b>			

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In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton - SU 133 (561-297-3880), in Davie - MOD I (954-236-1222), in Jupiter - SR 117 (561-799-8585), or at the Treasure Coast - CO 128 (772-873-3305), and follow all OSD procedures.

**Discrimination or Harrassment – 561-297-4004**

Students who have concerns about on-campus discrimination or harassment (including sexual harassment) can contact the FAU Equal Opportunity Program for assistance. The Boca office is located in Administration Building Room 291. Our full Nondiscrimination Policy is posted on our website at <http://www.fau.edu/ssw/public/nondiscrim.html>.

**Religious Holidays**

Please advise the instructor at the beginning of the term if you need accommodations for other religious holidays.

**Code of Academic Integrity Policy Statement**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [http://www.fau.edu/regulations/chapter4/4.001\\_Honor\\_Code.pdf](http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf).

**Additional Information On Student Rights and Responsibilities**

For additional information on student rights and responsibilities, please see the FAU Catalog at <http://www.fau.edu/academic/registrar/univcatalog/welcome.htm>

**Doctor of Social Work Program Student Policies**

For professional expectations of student behaviors, attendance, academic integrity, and other DSW student policies, please see [www.fau.edu/SSW/DSW](http://www.fau.edu/SSW/DSW)

**Weather-Related Emergencies:**

In the event of a hurricane warning, see [www.fau.edu](http://www.fau.edu) or watch for other media announcements for updates on whether there will be a disruption in FAU classes. Class times and assignments will be modified as needed.

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## Course Outline

### Unit I Fundamentals of Neuroscience: Setting the Stage

#### Session 1 Introduction to the Course and the Emergence of Interpersonal Neuroscience

Cozolino, L. (2013). Part I and Part II. The emergence of social neuroscience. In *The neuroscience of human relationships: Attachment and the developing brain* (2nd ed., pp. 3-78). New York, New York: W. W. Norton.

Shonkoff, J. P., & Garner, A. S., et al. (2012). The lifelong effects of early childhood adversity and toxic stress. *Pediatrics*, *129*, e232-e246.

Tackett, J. L., & Sharp, C. (2014). A developmental psychopathology perspective on personality disorder. Introduction to the special issue. *Journal of Personality Disorders*, *28*(1), 1-4.

#### Session 2 Genetics and Brain Development

Jorde, L. B. (2008). Genes and genetic diseases. In *Understanding Pathophysiology* (4<sup>th</sup> ed., pp. 36 – 39, 46 – 50). St. Louis, MO: Elsevier

David, R., & Collins, J. (2007). Disparities in infant mortality: What's genetics got to do with it? *American Journal of Public Health*, *97*(7), 1191-1197.

Champagne, F. A., & Mashoodh, R. (2009). Genes in context: Gene-environment interplay and the origins of individual differences in behavior. *Current Directions in Psychological Science*, *18*(3), 127-131.

Champagne, F.A. & Curley, J.P. (2005). How social experiences influence the brain. *Current Opinion in Neurobiology* *15*, 704–709.

Bale, T. L. (2015). Epigenetic and transgenerational reprogramming of brain development. *Nature Reviews*, *16*, 332-344.

Meloni, M. (2014). The social brain meets the reactive genome: neuroscience meets epigenetics and the new social biology. *Frontiers of Human Neuroscience*, *21*.  
<http://journal.frontiersin.org/article/10.3389/fnhum.2014.00309/full>

Wong, C.C.Y., Mill, J., & Fernandes, C. (2011). Drugs and addiction: An introduction to epigenetics. *Addiction*, *106*, 480-489.

#### Session 3 Neuroscience and the Influence of the Social Environment

Ferguson-Smith, A., & Patti, M. (2011). You are what your dad ate. *Cell Metabolism Previews*, *13*, 115-116.

Fossati, P. (2012). Neural correlates of emotion processing: From emotional to social brain. *European Neuropsychopharmacology*, 22, S487-S491.

Johnson, S. B., Riley, A. W., Granger, D. A., & Riis, J. (2013). The science of early life toxic stress for pediatric practice and advocacy. *Pediatrics*, 131(2), 319-327.

Perry, B. D. (2002). Childhood experience and the expression of genetic potential: What childhood neglect tells us about nature and nurture. *Brain and Mind*, 3, 79-100.

#### **Session 4 An Overview of Adverse Early Childhood Experiences and Brain Development**

Grossmann, T. (2015, May 18). The development of the social brain in human infancy. *European Journal of Neuroscience*, 25, 909-919.

Simpkins & Simpkins (2013). [Brain development through the lifespan](#). In *Neuroscience for clinicians: Evidence, models, & practice* (pp. 151 - 164). Springer

Van Horn, P. (2011). The impact of trauma on the developing social brain: Development and regulation in relationship. In *Clinical work with traumatized young children* (pp. 11 – 30). New York: Guilford Press.

#### **UNIT II Lifespan Approach: First Three Years of Life, Childhood and Adolescence, and Adult and Older Adulthood**

##### **Session 5 First Three Years of Life**

Davies, D. (2010). Chapter 1. Attachment as a context of development. In *Child development: practitioner's guide* (pp. 7 – 38). New York, NY: Guilford.

Hart, S. (2011). Chapter 1: The dynamic interaction between caregiver and infant. *The impact of attachment* (pp. 3 – 37). New York, New York: W. W. Norton

Simpkins & Simpkins (2013). Brain development through the lifespan. In *Neuroscience for clinicians: Evidence, models, & practice* (pp. 151 - 164). Springer.

Gunnar, M. R., & Loman, M. M. (2011). Chapter 4. Early experience and stress regulation in human development. In D. P. Keating (Ed.), *Nature and nurture in early childhood development* (pp. 97-113) Cambridge, NY: Cambridge University Press.

Grossmann, T. (2015, May 18). The development of the social brain in human infancy. *European Journal of Neuroscience*, 25, 909-919.

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## Session 6 Childhood and Adolescence

- Schore, A., & McIntosh, J. (2011). Family law and the neuroscience of attachment, Part I. *Family Court Review*, 49(3), 501-512.
- van der Kolk, B. A. (2014). Chapter 7. Getting on the same wavelength: Attachment and attunement (pp. 105 – 122). In *The body knows the score*. New York, NY: Viking.
- Johnston, M., & Blue M. (2006) Chapter 6. Neurobiology of autism. In: Autism; A neurobiological disorder of early brain development. *International Review of Child Neurology Series*, T. Tuchman, I. Rapin, (Eds.) 80-92, London, England: Mac Keith Press.
- Hart, S. (2011). Chapter 2: The impact of dynamic interaction on brain development. *The impact of attachment* (pp. 38-65). New York, New York: W. W. Norton.
- Simpkins & Simpkins (2013). Brain development through the lifespan. In *Neuroscience for clinicians: Evidence, models, & practice* (pp. 151 - 164). Springer.
- Nelson, C. A., Fox, N. A., & Zeanah, C. H. (2014). In *Romania's abandoned children: Deprivation, brain development, and the struggle for recovery*. Cambridge, MA: Harvard University Press.
- Bessant, J. (2008). Hard wired for risk: Neurological science, 'the adolescent brain' and developmental theory. *Journal of Youth Studies*, 11(3), 347-360.
- Steinberg, L. (2009). Should the science of adolescent brain development inform public policy? *American Psychologist*, 739-750.
- Garrett, B. (2009). Excerpt: Drugs, addiction, & reward. *Brain & behavior: An introduction to biological psychology* (2nd ed., pp. 211 – 219) Los Angeles, CA: Sage.
- Hart, S. (2008). Chapter 11. Girls, boys, men, and women: the impact of sex hormones and environment on differences between the sexes. In *Brain, attachment, personality: An introduction to neuroaffective development* (pp. 217 – 233). London: Karnac.
- Frank, C. K., & Temple, E. (2009). Chapter 15. Cultural effects on the neural basis of theory of mind. *Cultural influences on brain function* (pp. 213-223). New York, New York: Elsevier.
- Burnett, S., Sebastian, C., Kadosh, K. C., Blakemore, S. (2011). The social brain in adolescence: Evidence from functional magnetic resonance imaging and behavioral studies. *Neuroscience and Biobehavioral Reviews*, 35, 1654-1664.
- Garrett, B. (2009). Excerpt: Sexual orientation. *Brain & behavior: An introduction to biological psychology* (2nd ed., pp. 211 – 219) Los Angeles, CA: Sage.

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## Session 7      **Adult and Older Adulthood**

- Coan, J. A. (2010). Adult attachment and the brain. *Journal of Social and Personal Relationships*, 27(2), 210 – 217.
- Belsky, J., & de Haan, M. (2011). Annual research review: Parenting and children's brain development: the end of the beginning. *Journal of Child Psychology and Psychiatry*, 52(4), 409-428.
- Simpkins & Simpkins (2013). **Brain development through the lifespan**. In *Neuroscience for clinicians: Evidence, models, & practice* (pp. 151 - 164). Springer
- Holman, C., & de Villers-Sidani, E. (2014, April 11). Indestructible plastic: the neuroscience of the new aging brain. *Frontiers of Human Neuroscience*. <http://journal.frontiersin.org/article/10.3389/fnhum.2014.00219/full>
- Tsolaki, M., Fotini, K., & Sofia, K. (2009). Severe psychological stress in elderly individuals: A proposed model of neurodegeneration and its implications. *American Journal of Alzheimer's Disease and Other Dementias*, 24(2), 85 – 94
- Kempermann, G. (2006). Chapter 4. Adult neurogenesis In P. B. Baltes, P. A. Reuter-Lorenz, & F. Rosler (Eds.), *Lifespan development and the brain: The perspective of biocultural co-constructivism* (pp. 82-107). Cambridge, MA: Cambridge University Press.
- Zec., R. F., & Burkett, N. R. Chapter 8. Neuropsychology of Alzheimer's disease and other dementias. In Bush, S. S., & Martin, T. A. (Eds.), *Geriatricneuropsychology: Practice essentials* (pp. 166 – 218). New York, NY: Taylor & Francis.

## Unit III      **Stress, Trauma, and Adverse Experiences in Childhood and Adulthood**

### Session 8      **Stress and Trauma**

- van der Kolk, B. A. (2014). Chapter 10. Developmental trauma: The hidden epidemic (pp. 149-168). In *The body keeps the score*. New York, NY: Viking.
- Van Horn, P. (2011). The impact of trauma on the developing social brain: Development and regulation in relationship. In *Clinical work with traumatized young children* (pp. 11 – 30). New York: Guildford Press.
- Strathearn, L. (2011). Maternal neglect: Oxytocin, dopamine, and the neurobiology of attachment. *Journal of Neuroendocrinology*, 23, 1054-1065.

Perry, B. D. (2003). *Effects of traumatic events on children*. The ChildTrauma Academy.  
Madrack, J. (2014). Inequality begins at birth. *New York Review of Books Daily*.  
<http://www.nybooks.com/blogs/nyrblog/2014/jun/26/inequality-begins-at-birth>

### **Session 9 Adverse Childhood Experiences**

Finkelhor, D., Shattuck, A., Turner, H., & Hamby, S. (2015). A revised inventory of Adverse Childhood Experiences. *Child Abuse & Neglect*, 48, 13-21.

van der Kolk, B. A. (2003). The neurobiology of childhood trauma and abuse. *Child & Adolescent Psychiatric Clinics of North America*, 12, 293-317

McEwen, B. S (2004). Protection and damage from acute and chronic stress: Allostasis and Ses of the *New York Academy of Science*, 1037, 1 – 7.

Danese, A., & McEwen, B. S. (2012). Adverse childhood experiences, allostasis, allostatic load, and age-related disease. *Physiology & Behavior*, 106, 29-39.

### **Session 10 Adverse Experiences in Adulthood**

Green, T. L., & Darity, W. A. (2010). Under the skin: Using theories from biology and the social sciences to explore the mechanisms behind the Black-White health gap. *American Journal of Public Health*, (100, S1, No. 81), S36-S40.

Taylor, S. E. (2006). Tend and befriend: Biobehavioral bases of affiliation under stress. *Current Directions in Psychological Science*, 15(6), 273-277.

van der Kolk, B. A. (2014). *The body keeps the score*. New York, NY: Viking. Chapter 2. Revolutions in understanding mind and brain (pp. 22 – 36). Chapter 3. Looking into the brain: The neuroscience revolution (pp. 38 – 47). Chapter 4. Running for your life: The anatomy of survival (pp. 51 – 73).

van der Kolk, B. A. (2014). Chapter 1. Lessons from Vietnam veterans (pp. 7 - 22). In *The body keeps the score*. New York, NY: Viking.

Southwick, S. M., Davis, L. L., Aikins, D. E., Rasmusson, A., Barron, J., & Morgan, C. A. (2007). Neurobiological alterations associated with PTSD. In M. J. Friedman, T.

M. Keane, P. A. Resick (Eds.), *Handbook of PTSD: Science and practice* (pp.166 – 189). New York, NY: Guilford.

Putnam, F. W. (2005). The developmental neurobiology of disrupted attachment. Lessons from animal models and child abuse research. In Berlin, L. J., Ziv, Y.,

Amaya-Jackson, L., & Greenberg, M. T. (Eds.), *Enhancing early attachments: Theory, research, intervention, and policy* (pp. 79-99). New York, NY: Guilford.

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## **Session 11 Continuation of Adverse Experiences in Adulthood**

van der Kolk, B. A. (2014). In *The body keeps the score*. New York, NY: Viking. Chapter 5. Body-brain connection (pp. 74 – 86). Chapter 6. Losing your body, losing your self (pp. 87 – 102). Chapter 11. The unbearable heaviness of remembering (pp. 171 – 183). Chapter 12. Uncovering secrets: The problem of memory (pp. 184 – 199).

Mead, H. K., Beauchaine, T. P., & Shannon, K. E. (2010). Neurobiological adaptations to violence across development. *Development and Psychopathology* 22, 1-22.

Schmahl, C., Lanius, R. A., Pain, C., & Vermetten, E. (2010). Biological framework for traumatic dissociation related to early life trauma. In Lanius, R. A., Vermetten, E., & Pain, C. *The impact of early life trauma on health and disease: The hidden epidemic* (178 – 188). Cambridge University Press.

## **Unit IV Clinical Applications (Sessions 12-15)**

### **Session 12 An Introduction Interpersonal Neuroscience-Informed Psychosocial Therapies**

Perry, B. D. (n/d). *Overview of the Neurosequential Model of Therapeutics*. The ChildTrauma Academy.

Perry, B. D. (2013). The Neurosequential Model of Therapeutics. In J. D. Ford & C. A. Courtois (Eds.), *Treating complex stress disorders in children and adolescents* (pp. 249 – 260). Guilford Press.

Siegel, D. J. (2006). An interpersonal neurobiology approach to psychotherapy. Awareness, mirror neurons, and neural plasticity in the development of wellbeing. *Psychiatric Annals*, 36(4), 248-256.

### **Session 13 An Overview of Evidence-Based Brain Science-Informed Psychosocial Therapies**

van der Kolk, B. A. (2014). In *The body keeps the score*. New York, NY: Viking.  
Chapter 13. Healing from trauma: Owning your self (pp. 203 – 229).  
Chapter 15. Letting go of the past: EMDR (pp. 248 - 262).  
Chapter 16. Learning to inhabit the body: Yoga (pp. 262 - 276).  
Chapter 19. Rewiring the brain: Neurofeedback (pp. 309 – 329).

Hart, S. (2011). Chapter 7: Limbic exchange: Treatment effect across therapeutic approaches. In *The Impact of Attachment* (pp. 286-311). New York: W. W. Norton.

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Cozolino, L. (2002). Chapter 3. Neural integration in different models of psychotherapy. In *The neuroscience of psychotherapy: Building and rebuilding the human brain* (pp. 46 – 64). New York, NY: W. W. Norton.

**Session 14 Continuation of Evidence-Based Interpersonal Neuroscience and Brain Informed Psychosocial Therapies**

Amaya-Jackson, L., & Greenberg, M. T. (Eds.), *Enhancing early attachments: Theory, research, intervention, and policy*. New York, NY: Guilford.

Mead, H. K., Beauchaine, T. P., & Shannon, K. E. (2010). Neurobiological adaptations to violence across development. *Development and Psychopathology* 22, 1-22.

Johnston, M., & Blue M. (2006) Chapter 6. Neurobiology of autism. In: Autism; A neurobiological disorder of early brain development. *International Review of Child Neurology Series*, T. Tuchman, I. Rapin, (Eds.) 80-92, London, England: Mac Keith Press.

**Session 15 Course Review and Conclusion**

Champagne, F. A., & Mashoodh, R. (2009). Genes in context: Gene-environment interplay and the origins of individual differences in behavior. *Current Directions in Psychological Science*, 18(3), 127-131.

Simpkins & Simpkins (2013). Brain development through the lifespan. In *Neuroscience for clinicians: Evidence, models, & practice* (pp. 151 - 164). Springer.

Figley, C. R., Lovre, C., & Figley, K. R. (2011). Compassion fatigue, vulnerability, and resilience in practitioners working with traumatized children. In V. Ardinio (Ed.). *Post traumatic syndromes in childhood and adolescence: a handbook of research and practice*. Boston, MA: Wiley-Blackwell.

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**Received**

From: Naelys Luna <ndiaz10@fau.edu>

Subject: Social Work doctoral program proposed changes - request for review and comments

Date: September 26, 2017 at 9:16:01 PM EDT

To: Paul Peluso <ppeluso@fau.edu>, Robert Stackman <rstackma@fau.edu>, "Karethy Edwards" <edwardsk@health.fau.edu>, "jlong5@health.fau.edu" <jlong5@health.fau.edu>

Cc: mannygonzalez <mannygonzalez@fau.edu>, Diane Sherman <dgreen@fau.edu>

Dear Colleagues,

Our faculty members have worked very hard in the last few weeks carefully reviewing the doctoral program curriculum after receiving extensive feedback from the 1st cohort of students. We have opted to make several program changes in addition to the new course proposals that I emailed you this morning.

[L]  
[SEP]

Attached to this email you will find an additional course syllabus for the Advanced Clinical Social Work Research Proposal course and a course change form for this proposed course, two program change forms (one for the entire doctoral program describing the proposed changes and the other for the Advanced Clinical Social Work Research Proposal course which is an integration of 2 courses from the original curriculum), and a document with 2 tables summarizing the proposed program changes that I hope would facilitate your review of these materials.

I am aware of that time sensitive nature of my request for your review and comments given that we are all working so hard to catch up after losing time due to Irma. We are hoping to submit all these changes to the October 2nd meeting. I truly appreciate your assistance with this and hope that I will hear from you by Friday morning. I am available to address any questions you may have about our proposed changes. Please do not hesitate to email me or call me.

GRADUATE COLLEGE

OCT 02 2017

Received

Thank you so much!

Naelys

**Naelys Luna, Ph.D.**

Director and Professor

**Phyllis and Harvey Sandler School of  
Social Work**

777 Glades Road SO303, Boca Raton, FL 33431

TEL: 561.297.3245

FAX: 561.297.2866

Email: [ndiaz10@fau.edu](mailto:ndiaz10@fau.edu)

From: Karethy Edwards <edwardsk@health.fau.edu>  
Subject: RE: Social Work doctoral program proposed changes - request for review and comments  
Date: September 28, 2017 at 3:05:17 PM EDT  
To: Naelys Luna <ndiaz10@fau.edu>  
Cc: mannygonzalez <mannygonzalez@fau.edu>, Diane Sherman <dgreen@fau.edu>, Paul Peluso <ppeluso@fau.edu>, Robert Stackman <rstackma@fau.edu>, "jlong5@health.fau.edu" <jlong5@health.fau.edu>

Good afternoon,

The proposed program changes do not duplicate any of our programs.

Best wishes,

Kay

Karethy Edwards, DrPH, ARNP, FNP-BC, FAAN  
Professor and Associate Dean for Academic Programs  
Christine E. Lynn College of Nursing  
Florida Atlantic University  
777 Glades Road, NU 304  
Boca Raton, FL 33431  
561-297-3318  
[edwardsk@health.fau.edu](mailto:edwardsk@health.fau.edu)  
FAX: 561-297-4122  
[www.fau.edu/nursing](http://www.fau.edu/nursing)

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**From:** Naelys Luna   **Sent:** Tuesday, September 26, 2017 9:16 PM  
**To:** Paul Peluso <ppeluso@fau.edu>; Robert Stackman <rstackma@fau.edu>; Karethy Edwards <edwardsk@health.fau.edu>; jlong5@health.fau.edu  
**Cc:** mannygonzalez <mannygonzalez@fau.edu>; Diane Sherman <dgreen@fau.edu>  
**Subject:** Social Work doctoral program proposed changes - request for review and comments



Dear Colleagues,

Our faculty members have worked very hard in the last few weeks carefully reviewing the doctoral program curriculum after receiving extensive feedback from the 1st cohort of students. We have opted to make several program changes in addition to the new course proposals that I emailed you this morning.

Attached to this email you will find an additional course syllabus for the Advanced Clinical Social Work Research Proposal course and a course change form for this proposed course, two program change forms (one for the entire doctoral program describing the proposed changes and the other for the Advanced Clinical Social Work Research Proposal course which is an integration of 2 courses from the original curriculum), and a document with 2 tables summarizing the proposed program changes that I hope would facilitate your review of these materials.

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Thank you so much!  
Naelys

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OCT 02 2017

Received

**Naelys Luna, Ph.D.**

Director and Professor

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From: Robert Stackman  
Sent: Friday, September 29, 11:20 AM  
Subject: Re: New Course Proposals--Neuroscience and Advanced Clinical Social Work and Behavioral Science Statistics and Advanced Clinical Social Work  
To: Naelys Luna  
Cc: Christine Kraft

Hi Naelys-

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Should be fine given the circumstances you have described.

OCT 02 2017

-Bob

Received

Sent from my iPhone

On Sep 29, 2017, at 10:18 AM, Naelys Luna <[ndiaz10@fau.edu](mailto:ndiaz10@fau.edu)> wrote:

Bob,

Thank you so much for doing this. I know you are away this week. The behavioral stats course we are proposing will be taught only during the summer. Your course does not seem to be offered during summers. Given the strict matriculation and block structure curriculum of our doctoral program, would the course be possible still an overlap? Hoping it is not considering these circumstances.

Best,  
Naelys

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From: Robert Stackman  
Sent: Friday, September 29, 10:51 AM  
Subject: Re: New Course Proposals--Neuroscience and Advanced Clinical Social Work and Behavioral Science Statistics and Advanced Clinical Social Work  
To: Christine Kraft, Naelys Luna

Dear Naelys,

Sorry for the delay in responding. The Behavioral statistics course would overlap considerably with our introductory graduate statistics course, PSY 6206 Experimental Design 1.

The other course has no obvious conflict with our curriculum.

Cheers,

Bob

Sent from my iPhone

On Sep 29, 2017, at 9:22 AM, Christine Kraft <[kraftc@fau.edu](mailto:kraftc@fau.edu)> wrote:

Hello Dr. Stackman,

Dr. Luna Called this morning asking if you would approve the attached courses to be taught in the Spring. She said you two had previously discussed this.

Let me know if there is something you want me to submit.

Christine

Christine Kraft  
Coordinator, Academic Support Services  
Psychology Department, Bldg 12, BS-101  
Charles E. Schmidt College of Science  
777 Glades Road  
Boca Raton, FL 33431  
561-297-3360  
[Kraftc@fau.edu](mailto:kraftc@fau.edu)

Christine Kraft

Dear Ms. Kraft,

Via attachment, you will find the syllabi for the two new courses that will be taught at the Phyllis and Harvey Sandler School of Social Work.

Thank you.

Manny J. Gonzalez, PhD  
Doctoral Program Coordinator  
561-297-3881

**From:** Naelys Luna

**Sent:** Tuesday, September 26, 2017 11:42 AM

**To:** mannygonzalez <[mannygonzalez@fau.edu](mailto:mannygonzalez@fau.edu)>; [jlong5@health.fau.edu](mailto:jlong5@health.fau.edu); Karethy Edwards <[edwardsk@health.fau.edu](mailto:edwardsk@health.fau.edu)>; [peluso@fau.edu](mailto:peluso@fau.edu); [rstackma@gmail.com](mailto:rstackma@gmail.com)

**Cc:** Diane Sherman <[dgreen@fau.edu](mailto:dgreen@fau.edu)>

**Subject:** RE: New Course Proposals--Neuroscience and Advanced Clinical Social Work and Behavioral Science Statistics and Advanced Clinical Social Work

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<image001.jpg>

**Naelys Luna, Ph.D.**  
Director and Professor  
**Phyllis and Harvey Sandler School of Social Work**  
777 Glades Road SO303  
Boca Raton, FL 33431-0991  
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Email: [ndiaz10@fau.edu](mailto:ndiaz10@fau.edu)

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**From:** mannygonzalez  
**Sent:** Tuesday, September 26, 2017 8:52 AM  
**To:** [jlong5@health.fau.edu](mailto:jlong5@health.fau.edu); Karethy Edwards <[edwardsk@health.fau.edu](mailto:edwardsk@health.fau.edu)>; [peluso@fau.edu](mailto:peluso@fau.edu); [rstackma@gmail.com](mailto:rstackma@gmail.com)  
**Cc:** Naelys Luna <[ndiaz10@fau.edu](mailto:ndiaz10@fau.edu)>; Diane Sherman <[dgreen@fau.edu](mailto:dgreen@fau.edu)>  
**Subject:** New Course Proposals--Neuroscience and Advanced Clinical Social Work and Behavioral Science Statistics and Advanced Clinical Social Work

Dear Drs. Longo, Edwards, Peluso , and Stackman:

Please find attached the syllabus and the New Course Proposal Form for two new courses that we plan to teach in the Doctor of Social Work Program. I am requesting that you review and provide comments if you feel as though your department will be affected by these new courses.

Respectfully yours,

Manny J. González

---

<image001.jpg>

**Manny J. Gonzalez,**

PhD, LCSW-R (NY)

Doctoral Program Coordinator

**Phyllis and Harvey Sandler School of Social Work**

777 Glades Road SO303

Boca Raton, FL 33431-0991

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Email:

[mannygonzalez@fau.edu](mailto:mannygonzalez@fau.edu)

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<Behavioral Science Statistics in Advanced Clinical Social Work.docx>  
<Interpersonal Neuroscience and Advanced Clinical Social Work Practice.docx>  
<image001.jpg>  
<image002.png>  
<image003.jpg>  
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